

AESTHETIC PERCEPTION

- The student:
 - *Is extremely self-critical due to growing self-consciousness and concern for peer approval.*
 - *Is more concerned with product than process.*
 - *Explores original ideas and carries them through to completion.*
 - *Notices the classroom environment.*
 - *Connects images & thoughts, feelings, memories & ideas.*
 - *Profits aesthetically & intellectually from trips to art galleries & museums.*
 - *Enjoys art portfolios and art related books.*
 - *Discovers confidence & ability to take creative risks by acquiring technical skill.*
 - *Enters pseudo realistic stage characterized by two psychological differences:*
 - ▶ **Visual** – work has appearance of looking at a stage presentation (outside of self) is inspired by visual stimuli.
 - ▶ **Non-visual** – work is based on subjective experience emphasizing emotional relationships to external world.

AESTHETIC/SPIRITUAL VALUING

- The student:
 - *Develops ability to reflect & talk about works of art.*
 - *Begins to reflect on the creative process to assess & better understand own artwork.*
 - *Reflects on meanings in artwork and how it makes one feel.*
 - *Respects different kinds & styles of art.*
 - *Handles own and others' work with respect.*
 - *Explores environmental, aesthetic & ethical issues related to the design of packaging, industrial products & cities.*
 - *Draws upon personal, cultural & spiritual values and concerns as subjects or themes for art making.*
 - *Listens to the "quiet voice" of Spirit & creativity.*
 - *Generates & applies criteria for evaluating the merit & significance of artworks.*

HISTORICAL/CULTURAL INTEGRATION

- The student:
 - *Identifies the work of a variety of artists.*
 - *Explores the similarities & differences of world cultures & major civilizations, with an emphasis on: Egyptian, Greek, Roman, Medieval, Renaissance, Oriental, Mayan, East Indian, Incan, & Native American Art.*
 - *Explores how culture & society shape choices in art.*
 - *Is becoming familiar with the history, public art, and unique architecture of own cultural community.*

ENVIRONMENTAL INTEGRATION

- The student:
 - *Respects and cares for art tools, work areas & materials.*
 - *Participates in creating an aesthetic learning environment.*
 - *Recognizes the elements of design in the natural & constructed environment.*
 - *Explores how the environment influences the look & use of art, architecture & design.*
 - *Is becoming aware of visual changes, such as the sharp contrasts of light & color.*
 - *Prepares work for exhibition.*

CREATIVE COMMUNICATION AND EXPRESSION

■ The student:

- *Uses vocabulary, materials, techniques & technology with increasing expression.*
- *Uses increasing sensitivity, perception and visual expression in artwork.*
- *Identifies & solves problems with his/her artwork.*
- *Begins to use thumbnail sketches to experiment and develop visual ideas.*
- *Explores how visual images are important tools for thinking & communicating.*
- *Explores how artwork makes him/her feel.*
- *Works independently & collaboratively to produce ideas & works of art.*
- *Is interested in developing personal style.*
- *Continues interest in perspective & distinguishing details.*
- *Uses 3 dimension, shading & subtle color combinations.*
- *Begins to apply principles of art: rhythm, movement, balance, proportion, unity, & emphasis.*
- *Uses the elements of art:*
 - ▷ **Line:**
 - *Explores different kinds of lines to create opposition & balance.*
 - *Uses line to create optical illusions and geometric patterns.*
 - *Demonstrates use of contour, gesture & scribble drawing techniques.*
 - *Uses line to express rhythm, movement and/or emotion.*
 - ▷ **Color:**
 - *Creates works of art using learned color concepts.*
 - *Uses value from light to dark by making a tonal scale.*
 - *Varies color value in works of art to show the influence of light, atmosphere and perspective.*
 - ▷ **Shape & Form:**
 - *Uses shapes to create a variety of designs & patterns.*
 - *Uses positive & negative shapes and forms in artwork.*
 - ▷ **Texture:**
 - *Creates art works using overlapping to show perspective.*
 - *Continues using additive & subtractive methods to create textures.*
 - *Recognizes & describes the use of texture in art works using textural vocabulary.*
 - ▷ **Space:**
 - *Learns to use negative space in drawing, fills negative space with patterns & designs.*
 - *Uses one-point & two-point perspective techniques in drawing.*
 - *Combines the techniques of varying size, overlapping, placement of shapes, shading, foreground, middle ground & background as perspective devices.*
 - *Learns about space as an element of design (picture planes, environmental space, positive & negative space.)*
 - *Explores drawing objects from different points of view (above, below, inside, outside, in front of, behind).*